



## 2020-2021 CTE Perkins Reserve Grant

Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 27, 2020

NOGA ID

Authorizing legislation

**Strengthening Career and Technical Education for the 21st Century Act Section 112©(2)**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 27, 2020**.

Application stamp-in date and time

Grant period from **July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

### Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Focus Area 1: Regional partnership agreement
3. Focus Area 2: Intermediary Partnership Agreement
4. Focus Area 2: Regional Partnership Agreement

### Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

### Applicant Information

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

### Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

RFA #

SAS #

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- ☒ 6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
- ☒ 7. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- ☒ 8. Applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Newman International Academy (intermediary and LEA 1) is partnering with Texas Leadership Charter Academy (LEA 2), Faith Family Academy (LEA 3), the University of Texas at Arlington, Gracesoft (Employer 1), and Power Systems Computers (Employer 2) to develop programs of study for Cybersecurity (CS) and Programming and Software Design (PSD). These pathways have multiple entrance and exits points, and students who are involved in the programs will have opportunities for industry-based certifications, AP classes, dual credit, associate degrees, bachelor degrees, and work-based learning. Because these fields have such high demand, this new partnership is excited to offer coherent sequences of training to develop students to meet local industry needs. The grant will allow for effective planning for CTE enhancement.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The major goals of the program are to fully develop both the Cybersecurity (CS) and Programming and Software Design (PSD) programs of study and to increase student engagement in these high-wage, high-demand fields. Activities will be focused on program design (enabling multiple entry and exit points) and student engagement with the field of IT (field trips, IT events such as job fairs/activities/competitions, and work-based learning).

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Performance measures will be finalized by the advisory council in order to meet the needs of the members. Proposed performance measures include the following: MOU's between LEAs regarding inter-district CTE partnerships (shared CTE resources, advising, transportation), MOU's between LEAs and other IHE's, MOU's between LEAs and other industry partners for expanded work-based learning opportunities, production of program of study recruitment materials and implementation guidelines (for general population, SPED, ESL, at-risk, and nontraditional field participation), negotiate contracts with effective CTE course content providers, postsecondary occupation data analysis, student field trips to IHE and industry sites, IT-focused special events (job fair/activity/inter-district competition), and career aptitude assessments. As all these MOU's, materials, and events are completed, student engagement will be measured by the increase of student interest in the IT field as evidenced by enrollment in the CS or PSD program of study classes, participation in dual credit, completion of industry-based certificates, and participation in IT-related clubs and/or activities.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will provide for staff and contractors to complete the development of MOU's, contracts, implementation guidelines, recruitment materials, postsecondary occupation data analysis, and plan and implement IT events that benefit all 3 LEAs. Career aptitude assessments and printing of recruitment materials will be provided for the 3 LEAs for the year of the grant. Travel costs for field trips (to IHE and industry sites) are also in the budget. Each LEA has their own CTE budget and spends according to the needs of their campuses, but this program will develop the CS and PSD programs on behalf of all 3 LEAs. Once the programs are developed, future work can build on further expanding these programs, and the LEAs will learn from the recruitment activities which types of activities are most successful with increasing student engagement with these high-wage, high-demand fields.

**TEA Program Requirements****1. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify --in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce --high-wage and in-demand occupations and TEA approved [statewide](#) or [regionally](#) approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

Because the LEA's have campuses in both Tarrant county (Workforce Development Area 5) and Dallas county (Workforce Development Area 6), Texas Workforce Commission and TEA-provided data was examined for both counties as well as the state, and high-wage, high-demand occupations were selected accordingly. In addition, occupations were chosen that have multiple entry and exit points, options for industry-based certifications, dual credit options, and employer partner interest.

For Cybersecurity, the Information Security Analyst occupation statistics are as follows:

Tarrant County - median wage of \$103,901 and job growth rate of 26%

Dallas County - median wage of \$107,907 and job growth rate of 40%

Texas - median wage of \$100,485 and job growth rate of 33%

For Programming and Software Design, the Software Developer occupation statistics are as follows:

Tarrant County - median wage of \$103,804 and job growth rate of 27%

Dallas County - median wage of \$113,657 and job growth rate of 20%

Texas - median wage of \$108,486 and job growth rate of 33%

**2. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must provide a sample crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the program of study can lead to a bachelor's degree.

**Cybersecurity (CS) and Programming and Software Development (PSD) Programs of Study Crosswalk**

9th grade: Fundamentals of Computer Science (CS, PSD) and/or Foundations of Cybersecurity (CS)

10th grade: Computer Science I (CS, PSD) and may take Dual Credit: US History (full year course), (CS, PSD)

11th grade: Computer Science II (CS, PSD) and/or Mobile App Development (PSD) and may take the following: AP English, AP Chemistry and/or Dual Credit: Psychology and Sociology (semester each), (CS, PSD) and may complete Oracle Certified Association Java SE 8 Programmer certification (CS, PSD)

12th grade: Practicum in Information Technology (CS, PSD) and may take the following:

Dual Credit: Economics and US Government (semester each), (CS, PSD)

Dual Credit: College Algebra (high school PreCalculus semester A credit), (CS, PSD)

Dual Credit: Trigonometry (high school PreCalculus semester B credit), (CS, PSD)

Dual Credit: English I (high school English IV semester A credit), (CS, PSD)

Dual Credit: English II (high school English IV semester B credit), (CS, PSD)

Certification: CompTIA Security+ (CS)

Certification: Microsoft Technology Associate Introduction to Programming (PSD)

Associate Degree: Systems Networking (CS) (not offered by UTA so find other IHE option or skip this step)

Computer Programming (PSD) (not offered by UTA so find other IHE option or skip this step)

Bachelor Degree: Bachelor of Science in Information Systems (CS, PSD) trains for the occupations of Systems Analyst (CS) and Systems Developer (PSD)

**TEA Program Requirements (Cont.)****3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

The 3 charter school LEAs have various partnerships with employers and industry experts, IHEs, chambers of commerce, community organizations and nonprofits. The LEAs are all seeking to not only leverage existing partnerships but also join together to expand partnerships and opportunities that lead students to high-wage, high-demand careers. The LEAs are also aware of the benefits of working with TWC and will continue to seek further partnership.

**4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

**5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

[Or] The applicant must expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board.

**TEA Program Requirements (Cont.)****6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including --but not limited to --convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement.

**7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must provide, for all pathways, crosswalks that identify secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

TEA Program Requirements (Cont.)

8. **Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

9. **Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment